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ABSTRACT

This study compares the educational history, present educational systems, and current educational practices of Japan and Korea for the purpose of applying the study's results to improving elementary, secondary, and higher education liberal arts curricula in the United States. Framing the report is the notion of international educational exchange in an interdependent, interrelated world. In addition, the report offers an annotated bibliography of literature relevant to its research. It concludes by suggesting that the United States borrow Korean and Japanese educational practices that have contributed to the economic growth in these countries so that it too may economically grow and profit from similar investments in education. (JAM)

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PI LAMBDA THETA SUMMER 1988 ORIENT STUDY TOUR

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"JAPAN, XIPANGU, palaces covered in gold!"
 Phrase Description by: Marco Polo

KOREA is described as, "In times of peace, it is
 the cultural channel between China and the islands
 of Japan." Sentence Description by: H. Edward Kim

Each country is unique in many ways but can hold many similarities, especially being proud of their culture, history, and education. This section is devoted to the comparative study of the Korean and Japanese School Systems.

I. COMPARATIVE STUDY OF TWO OR MORE COUNTRIES:HISTORIES:

Both countries reflect the same feat of rising like a phoenix from the depths of the rivers and valleys to the zenith beyond the mountain range, from a devastated war-torn state with a nonexistent nonfunctional education system due to wars, to economic dragons of the world during these peaceful times, placing great credit and value to their success to the importance of EDUCATION in developing human resources to restore, to build, and to advance their countries. Having a homogeneous population within both countries, both education systems based their main doctrine on the CONFUCIAN PHILOSOPHY that revered EDUCATION as the key to future success and was so modeled and was honored by the respective populaces of Japan and Korea. EDUCATION laid the foundation for future growth and fulfilled their needs of new societies after the wars.

In light of the renaissance now taking place in these societies, the five virtues in the CONFUCIAN SYSTEM, (learning, benevolence, justice, courtesy, and integrity), are reinforced in both school curricula in the following manner:

- 1) literacy and book learning,
- 2) a sense of nationalism by instilling within students skills and values to regenerate the nation,
- 3) judgments made consistent with traditional value systems, history, and culture,
- 4) responsibility to the school environment,
- 5) hard work being the main ingredient for success.

Korea and Japan have different school histories, but during these periods: 1885 under King Kojong in Korea and 1868 during the Meiji Restoration Period in Japan, both countries experienced and accepted WESTERN LEARNING and desired modernization in the Education systems.

In Korea, previous to 1885, sons of the ruling class were taught by tutors at home or in private schools (sowon). Sung Kyum Kwan in Seoul was the only institution of higher learning. During the 19th century, modern education was introduced by Western missionaries who were mainly Methodist and Presbyterian denominations. Missionary schools were established for the Korean population and were deeply influenced by the Western Education Systems. The growth of schools continued to develop until 1910. The development of modern education interrupted from 1910-1945 due to Japanese colonialism. During this time frame, the Koreans were forced to learn and speak the Japanese language, adopt Japanese names, and abide by the militaristic government's educational

HISTORIES:

Requirements. Thirty percent (30%) of primary children attended school while one (1) out of every thirty (30) students enrolled in high school. In 1945, a democratic system of education was established through the American Government. As a result, a vast increase of school attendance was achieved having 10,000 schools and 10 million students after liberation through the 1980's. After the Korean War, the influence of the American Government still prevailed and ties to the development of modern education structure and western influence in the school system still flourished and became stronger.

In Japan, the education of the masses was initiated at an earlier date. During the Tokugawa Period (1603-1868), Confucian Education supported the teachings to the samurai children and education of the commoners. These educational institutions and temple instructions were based upon the beliefs that morality contributed to the harmonious society and a form of vocational education to serve the government was established through samurai educational training. The Meiji Restoration of 1868 through the Imperial Charter Oath, developed an exchange system by means of Meiji dispatching young students to learn secrets of Western technology and production and to employ foreigners to teach the western-style tasks to Japanese and to establish institutions in Japan. After 1880, a more conservative/nationalistic government became prominent in Japan resulting in the document titled, The Imperial Rescript on Education and thus ending the western exchange of Meiji Restoration.

During the western exchange of ideas, great gains and innovations were implemented in the school system of Japan. A teacher exchange system occurred by having foreign teachers come to Japan to teach while Japan's staff went to other countries to learn. Introduction of Western textbooks, equipment, thought, and practice were shared in schools in both Japan and Korea. The United States of America (U.S.A.) was credited to establish a model for elementary education, practical pedagogical approaches, and vocational schools.

In Japan, after 1980, the liberal approach ended and traditional more related themes to the Japanese environment were underway. The shushin course involving values, nationalism, and eventually militarism became the main focus through World War II. After World War II, a transformation from a military dictatorship to a democratic society was achieved through the 1945 Potsdam Proclamation in an effort to demilitarize, to decentralize, and to democratize Japan. The aim was to continue to maintain and re-establish elementary and secondary schools, to continue to create literate masses of people with ample technical skills as achieved by the Meiji Restoration principles, and to adopt the democratic ideals of education during the U.S.A. occupation of Japan.

U.S.A. INFLUENCE:

In 1945, Japan and Korea both experienced a turning point in history because both countries turned once more to the democratic system for leadership in school organization. Each one experienced interruptions during their educational growth period due to wars and had to rebuild the systems. These factors contribute to both national school systems having similar characteristics and aspects influenced by the U.S.A. and some are still in operation in their school system at this present time. These designs in the educational system outline many similarities of school structure:

1. Possess equality of educational opportunity for all.
2. Have free compulsory education from first (1st) through ninth (9th) grade.
3. Change from a differentiated multi-track system to a two-track system including the following American styles of structure:
 six years elementary education
 three years junior high education
 three years senior high education
 four years university education for undergraduate studies.
4. Develop a two year junior college education system.
5. Encourage to establish more institutions such as libraries, museums, and civic halls to encourage civic awareness, school participation, and field trips.

6. Educate the whole child by having mandatory physical education at all levels and having vocational education at all levels.
7. Have co-educational classes in schools.
8. Provide educational growth and opportunities for women. Encourage women to pursue higher education and career increases.
9. Form a teacher's union.
10. Establish four year degree in teacher education at universities.
11. Implement adult education.
12. Design new curricula, textbooks, methodologies.
13. Incorporate flexible curriculum.
14. Establish comprehensive schools.
15. Foster individualization.
16. Have freedom of inquiry.
17. Involve social studies in curriculum.
18. Decentralize school system.
19. Elect local boards of education to appointed boards.
20. Have Ministry of Education act as a coordinator in the capacity of an advisor, gather data, conduct research projects.
21. Eliminate moral training.

In reviewing the observations made abroad, literature, lectures from representatives of different countries and teachers, and other resources, some of these elements that are listed above and on the previous page are in full, partial, or non-compliance depending on the country.

Numbers one through seven, nine through twelve, fourteen, and seventeen are being implemented by both countries.

Numbers eight, thirteen, sixteen, and nineteen are fully implemented by Korea and partially implemented by Japan. In no. 8, Korea has a higher rate of women going into higher learning. Korea encourages women to go to school and has the largest women's university in the world: Ewha Woman's University. There is a larger female population than male population in Korea. In Japan, there is a larger male population versus the female population. Concerning no. 13, Korea has more of a flexible curriculum by eliminating the high school entrance examination and concentrating more effort in the areas of science, technology, and vocational training. The majority of curriculum in Japan is inflexible due the national standards in an established curriculum with recommended textbooks determined by the Ministry of Education in order to pass the examinations for high school and university entrance requirements. They are opening new avenues for more science, technical, and vocational schools starting in the lower secondary grade level (7th-9th grade) for those students who do not want college preparatory courses. In no. 16, in classrooms in Korea deviation from lecture type presentations are implemented and encouragement of inquiry at all levels is utilized. During observational and research studies, it is noted that this method is practiced less in Japan. In no. 19, Korea has more local control of education while Japan has mainly more centralized control. Korea elects local boards while Japan appoints these boards.

No. 15 is partially implemented by both countries. Special Education is in an early stage of infancy in Korea while Japan is very advanced in this area of serving the handicapped. In Japan, cooperation in group membership is stressed and are models of conformity as they progress to lower secondary and high school. There is little flexibility or time to meet individual needs (except through private tutoring schools or juku schools). All children are required to meet the same academic level during compulsory education in Japan except for the handicapped children.

No. 20 has changes in both countries. The Ministries of Education in Korea and in Japan have changed their roles. Both countries restored Ministry Control in the following

areas: more centralized, responsibility for conduct of education, maintenance of educational facilities, provision of financial support to schools, advice on basic educational matters. In Japan, it functions also in compiling recommended textbooks, formulates the course of study, and mandates curriculum to public and private schools.

No. 21 is not observed by Korea or Japan. Both countries have a values class which formulates the moral education. In Japan, it is named shushin, emphasizing values of life, friendship, inhibits fighting, and encourages studies of geriatric problems. In Korea, it is titled ethics and morality course.

EDUCATIONAL COURSEWORK AND TRENDS:

In comparing coursework, I listed the college preparatory courses that are required in the Korean and Japanese High School in 10th grade.

<u>KOREA</u> 10th Grade	<u>JAPAN</u> 10th Grade
Korean Language	Modern Japanese
Social Studies	Advanced Japanese Classics I
Ethics and Morality	Basic Mathematics
Korean History	Biology
World History	Earth Science
Geography	Health
Mathematics	Advanced Geography
Biology	Fine Arts
Physical Education	Advanced English
Music	Home-making
Art	Special Activities
English	
Management	

In attending compulsory education programs, 99.98% complete the 9 years of education in Japan and 98.3% complete this requirement in Korea. There are 27 million students in Japan and 11.3 million students in Korea attending school.

Both school systems emphasize academic attainment with industrial development. Both countries encourage technical and scientific education to aid in the economic development. Both believe in educating the body and mind via educating the whole person in the physical and mental areas through provision of balanced educational development and through improvement of the environment in physical fitness and activities. A class outing, field trips, athletic competition, and cultural festivals are part of the curriculum and is needed to maintain socialization.

Both governments had to expand educational facilities due to the expansion of enrollments, educational opportunities, economic growth, and more students advancing to the secondary levels in both countries. In Korea, there is still a dire need for more classrooms and teachers. There is usually a pupil-teacher ratio of 70-80 students per 1 teacher with double and triple sessions of coursework at times. Japan usually averages 49 students per 1 teacher. This trend is typical even though both populations have decreased and family planning is encouraged and effective in these countries.

In Korea, Special Education is still in the state of formation. In Japan, the Special Schools for the Handicapped Children are 809 institutions, 39,228 full-time teachers, and 95,401 students enrolled.

PRESCHOOL AND KINDERGARTEN:

In Japan 64% of the 3 to 5 year old age group attend kindergarten (public and private types). 70% of these Japanese schools are private. Kindergarten is usually a three year program for this age group. In Korea, 8% of the children go to pre-school-kindergarten classes in both private and public schools. In both countries

KINDERGARTEN:

Kindergarten education is not mandatory. Korea is experimenting to open kindergarten classes attached to existing primary schools. In Korea's five year plan, they intend to provide these services to the rural population. In both countries, the teaching staff participate with the children not merely supervise the children. In both countries these classes usually last one-half day sessions. In Japan, the areas of study include: health, society, nature, language, music, art, and freeplay. Like Japan, the Korean parents push their children to be first in class as early as Kindergarten.

ELEMENTARY SCHOOL:

In Elementary School, both countries have free compulsory six year training and have similar coursework and subject requirements. 20-30% of the time is devoted to language understanding and implementation of their native lands. Other areas of concentration include: math, science, reading, home economics, music, art, literature, social studies or knowledge of local and national traditions, and moral or values education. Classes begin at 8:30 A.M. and end at 3:00 P.M. Both Korea and Japan have one-half day sessions classes on Saturday and less vacation time than the U.S.A.. As a result, the students of Korea and Japan are in school 25% longer than the U.S.A.. Homework is assigned on a daily basis and during vacation times. Both Korea and Japan schools, assign long hours of homework. The students have on an average of 65% homework study hours as compared to the 24% U.S.A. average study homework hours. In both countries, the parents and family members support the school in these areas and are very education-oriented. In Japan, the students are held responsible in keeping the school clean; therefore, there are no janitors. In Japan, the students in grades five and six are more earnest about studies and begin to practice and prepare for entrance examinations.

JUNIOR HIGH SCHOOL:

The Junior High Level is titled Middle School in Korea and Lower Secondary School in Japan. 89.7% of Korean Middle School students advance to High School. In Korea, the students entering this level increased due the improvement in the standard of living. In Korea, the entrance examination process was eliminated so there is no undue pressure to prepare for the high school entrance examination as in Japan. Korea still has college entrance examinations.

In both countries, it is traditional that the teacher is the center of the learning process. There is a close relationship between teachers and students at all levels.

In Japan, 94% advance to high school. In lower secondary school, the students are more serious about their work because of the entrance examinations requirement for high school which is still being maintained as part of the national standards of Japan. During this time, the lower secondary high school teacher begins to counsel to the students the availability of educational and vocational tracks and the variety of choices besides college preparatory courses. During this school period, classes are set up heterogeneously grouped with mandated curriculum to follow. There is a great stress on learning with the encouragement of little social activities.

During this time or even earlier in the life of a child in the schools of Japan, the child attends juku, nicknamed Cram Schools, for specialized private tutoring to prepare for the examinations. The public schools drill for the entrance examinations throughout the school curriculum. The cram schools help students to prepare more for the stiff high standards of these examinations. In Korea, there are cram schools for the college entrance examination preparation.

JUKU SCHOOLS IN JAPAN:

In Japan, there is a hierarchy of prestigious schools from preschool through university education. Due to this situation, some juku schools prepare children in special private preschools, primary, and elementary school, at an early stage of a child's life. Why? The family feels the responsibility for their child to get the best education possible; it remains a central goal for the whole family throughout the child's school history.

JUKU SCHOOLS IN JAPAN:

The Juku School teaches special skills, remedial education, enrichment courses to the regular curriculum, and is known as a supplementary school that specializes in entrance exam preparation. It is a private tutoring school after regular school hours that provides for individual programming not often found in regular public schools and aids students in passing the required high school entrance examinations as well as college entrance examinations. It specializes in individual needs and interests. The Juku School is very expensive for the family averaging \$3,500.00 a year which may run an average of six days a week, three hours a day to prepare to pass these examinations. The Juku Schools are privately run and not subject to national policy or the Ministry of Education.

The main purpose of the Juku School is to make sure the student can pass the examinations that will lead to the right school. The special examinations to get into the right primary is the first step to get these students hired at the right company when the students graduate from the right universities. This educational industry of Juku Schools can enroll as high as 30,000 students such as Senday Juku School in Japan with a cost of \$3,000.00 to \$3,500.00 a year per student. Imagine the profit!!!

SENIOR HIGH SCHOOL:

High School is not compulsory or free for both countries. Most high schools are comprehensive in both Korea and Japan. In Korea, having a more flexible system, the general high school offers required courses and extracurricular activities plus some electives. As the student progresses to a higher level, the schools offer a transition from general to professional courses with a two-track system of academic or vocational programming.

In Japan, secondary school students are randomly assigned to homerooms in grade levels. Teachers move from the faculty office to different classrooms to meet their respective classes. In Japan, there are three types of high schools:

- 1) full-time day student: three years to complete,
- 2) part-time night student: four years to complete,
- 3) part-time correspondence courses student: four years to complete and a full-time worker.

Graduation from the right high school in Japan and the right university in Japan is the prerequisite to success through lines of hierarchically ranked schools. To climb the ladder to success, the students stick to college preparatory classes in the academic areas. As a result, cognitive learning and rote memorization are emphasized at the expense of affective and socialization concerns.

The last year of high school is devoted to the preparation of the college entrance examinations. This is referred as examination hell or called skikenjigoku which is symptomatic of the pressure that these exams create for Japanese senior high students.

If a student does not pass the test and reapplies the next year or year after to attempt additional efforts to achieve the entrance for universities, the student is called a ronin. A ronin, a samurai without a master, is a student without a school until the student can pass the test for even high school or college entry. 54% of the ronins were successful in passing these examinations a second time with intense drilling from the Juku Schools.

VOCATIONAL SCHOOLS:

In the vocational area of the two-track systems of Korea and Japan, both countries have the following educational modalities to increase human resources during this era of economic power in these nations:

VOCATIONAL SCHOOLS:

- (1) junior colleges growing in specialized fields with a two year vocational/technical degree,
- (2) technical colleges: in Japan starting at 10th grade level, while in Korea, starting after 12th grade,
- (3) business and industries training centers operating own extensive educational training program for future employees.

Vocational education and counseling at high schools have been strengthened so that students will be aware of the opportunities for work after high school graduation and will better be able to judge their own capabilities. Korea's high schools are more vocationally oriented with 2/3 concentration in this area. During recent years, technical vocational high schools are being funded and founded by many large industries.

Korea is different from Japan in the sense it changed from an exclusive concern with pure scholarship to the emphasis of the needs of today, technology with practical and productive skills to build a stronger nation and to serve the interests of the community. Due to this reason many vocational schools are being established and the government is increasing the student quotas for enrollment to enter these programs. This greater emphasis on vocational and technical education is due to the sweeping industrialization demands and programs.

In contrast, in Japan, academic education is emphasized unless one enters a specialized school such as vocational, commercial, and special interest schools involving talents toward a particular profession. Japan has also science and technological institutes and training at industrial plants and factories. The Evening Public Schools in Japan, which will accept any student without examinations, are usually vocational schools. There are vocational technical schools for middle school graduates and high school graduates.

UNIVERSITY, COLLEGES, AND UPPER LEVEL EDUCATION:

In 1981, in Korea, the main entrance examination for high school was abolished for better quality of education and a more purposeful democracy. Korea still maintains the state managed college entrance examinations as part of the criteria in obtaining admittance into the university that is selected by the students. Other criteria implemented for university entrance include: scores from high school examinations, high school achievement, and qualifying test scores on the university entrance examination. These indicators for enrollment are usually used for 30-70% of the eligibility basis depending upon the individual university requirements.

In Korea, education and status are one; but, the economy has not absorbed the Korean passion for education. Koreans, like the Japanese, drive their children to study in order to pass examinations to achieve entry into top schools in Korea. Not all college graduates get jobs and have difficulty finding work; whereas, in Japan, the graduates of top schools are practically guaranteed employment at top companies.

In Korea, where there is demand in society that is where the government opens new quotas for increased enrollment for college students such as in the fields of engineering, electronics, medicine, aeronautics, or law. In Korea, colleges and universities have been required to offer practical programs such as a department of agriculture at a university that is situated in a farming area or a department of marine biology at a university that is near the sea coast. The Koreans place value on the liberal and practical areas of study. Higher Education is encouraged and is supported by the student population because it is necessary to understand man and his environment, which, in turn, relates back to the cultures and traditions of the Korean society. As part of the Confucian beliefs, the Koreans value higher education because it is a means to contribute to society as well as to improve the quality of life.

UNIVERSITY, COLLEGES, AND UPPER LEVEL EDUCATION:

At this time, the Korean students can only apply for one university a year; therefore, due to the pressures of society and economic growth, a reform is underway to change the system that will enlarge quotas for freshmen and institutions of night classes to enable young people who work to continue their education.

Forty percent of high school Japanese go to universities and colleges for higher learning. Passing the college or university entrance examination is required and is the criteria for admittance. Unlike Korea, Japanese students can apply for more than one university a year. Another major difference in the Japanese education system is once a Japanese student graduates at the university, especially an elite, reputable institution of higher learning, the student is assured a job in a major corporation.

Once a student is accepted into a university in Japan and Korea, the student's chances of completion at the university is an assured event even though the learning comes to an abrupt halt by not attending classes or not willing to study. Major corporations in Japan want it this way because these companies have their own intensive training program designed to shape people into future employees of their company. These corporations believe that specifications were built on the school foundation within the first 12 years of schooling. It is also indicated by major studies that the 12 years of education achieved by the Koreans and Japanese are equivalent to a bachelor degree earned in the U.S.A.

At the higher levels of education, Japan experiments with a wide variety of choices. An emphasis is maintained to attend the elite prestigious universities to advance in their society. It provides junior colleges, having a 90% enrollment figure for women. This school is geared in how to be better homemakers and is attended chiefly to be better prepared for marriage. Technical college begins with lower secondary students with a five year course of study. To improve job skills and raise the level of general education, special training schools are available. For vocational and practical training, admission standards and length vary at miscellaneous schools.

CRAM SCHOOLS OF KOREA:

As stated previously, state managed examinations for college entrance is still being enforced in Korea. The college takes in consideration the high school records achieved by the students. In Korea, the examinations at the universities are set up in a way that applicants may apply to one school at a time, once a year, which results in keen competition. Due to this competitive nature, studying for the college entrance examination may begin from elementary through high school for preparation which is reflected on the high degree of hours dedicated to homework during elementary, middle school, and high school. These examinations are given once a year. If the examination grade is too low, the prospective student waits until the next year.

Similar to the school structure of the Juku Schools, Korea has cram schools which are established for the chief purpose of rote-learning to pass the college entrance examinations. Korean cram schools are big business during this exam driven milieu of this era of education.

An example of an operation of a Korean Cram School is Kwanju, The Great Success Institute. A guard is at the school gate to prevent students from leaving early from classes. The school is in operation to 11:00 P.M. A student may go home and study till 1:30 A.M. and get 4 1/2 hours of sleep a night in order to prepare to pass these college entrance examinations.

UNIVERSITY ENROLLMENT POPULATION:

In Japan and in Korea, the number of students in colleges and universities are regulated by both governments. Due to the youthful population of Korea, 70% of the population were born after the Korean War, the world's highest amount of citizens go to college, over 1,000,000 and 500,000 go to Seoul alone.

UNIVERSITY ENROLLMENT POPULATION:

Due to this crisis of huge enrollment figures in Korea, the government is taking measures to increase enrollment at provincial colleges and universities to avoid the constant migration into the large cities such as Seoul. Japan is still having a huge influx of students going to Tokyo. Korea has taken it one step further by achieving the principle of equal opportunity using the school assignments through the lottery system. Instructional TV and instructional radio has helped to spread education to the masses.

Due to the huge onset of the youth population, in evening, local school buildings are used for nonformal education, community education movement, in which rural people are organized into classes such as youth and women classes in Korea.

TEACHERS IN KOREA AND JAPAN:

In both countries, according to ancient oriental tradition, great respect is given to the teachers. The education profession is still held in high regard. Even in local communities, the status symbol of teacher is ranked high in terms of this respect. In Japan, teachers are called sensei, interpreted as "first born". Because the cost of living and the yen is worth more than the won, the salaries of teachers of Japan are higher as compared to Korea. Teaching is looked upon as lifetime careers in both countries.

EDUCATIONAL EXCHANGE SYSTEM IN KOREA AND JAPAN:

Both countries have an exchange system of students and professional people. The exchange students have the option to be free in choosing what schools to enter as well as the availability of government scholarship grants.

SCHOLARSHIPS:

Scholarships are available for high school and college years in school for Korean and Japanese students. The government of Korea has set up financial aid to students through grants and foundations which are increasing in number.

LIBRARY SYSTEMS:

Japan has 1,320 public libraries and lends out books while in Korea, libraries are still in the stage of infancy. Most libraries in Korea do not have a lending system for general public. This means students have to do research in the confines of the library. The school libraries are open to the public. It helps to meet the national and informational needs of the public and stimulate cultural development of the community. There are numerous private libraries in Japan and Korea.

In Korea, the supply of libraries does not meet the excessive demands of students in the usage for study and research. Some libraries charge an admission fee of 15¢. There may be 4,500 students show up waiting as early as 4:00 A.M. in the morning to get an available seat with only a 2,400 seating capacity in some instances.

FINANCIAL ASPECTS:

Both Korean and Japanese governments fund education at a higher rate compared to the U.S.A.. These overseas governments reserve an allocation of at least 12%-15% of their national budget toward Education.

Even though more monies are available to these countries from the government, due to the Juku system from early childhood education to university age students, the Japanese have higher educational costs. Both Korea and Japan have family expenses because high school is not free. Korean students who attend private cram schools for preparation for the college entrance examinations have additional impending costs.

A recent newspaper article states that Japanese do not suffer from inflation, but worry about high medical and educational costs, retirement in absence of social service, and high land and housing prices. An average home costs \$1,000,000.00.

IMPLICATIONS OF THE EDUCATION SYSTEMS:

The education systems, especially in Japan, is tightly controlled by the central government, with an enforcement of regimented curriculum and standards, and concentration on the preparation of entrance examination from preschool through university levels. As a result, a creation of an hierarchically rank of schools and universities according to the best track records to place students at the most prestigious universities based on highest entrance examination scores has evolved and is in present operation. Examinations are given once a year during the spring semester and scores are publicly posted. Failure to achieve the minimum score results in preclusion from entering the school and, in turn, increases feelings of humiliation, disappointment, and added pressure to achieve or to simply give up in life.

Some negative implications related to a tightly controlled centralized system in an exam-oriented atmosphere can result in the following detrimental results as based in research journals in written documented articles:

- (a) exhaustion from long nights dedicated to studying for the entrance exams,
- (b) lack of free time for extracurricular activities,
- (c) decrease in creativity,
- (d) lack of stimulation for individuality,
- (e) due to high competition, decrease of number of places to elite universities,
- (f) fewer desirable jobs,
- (g) increase in drop-out rates,
- (h) evidence of school refusal syndrome in school population due to no individualization because all children (except for Special Education students) in the same class work at the same pace and at the same level,
- (i) physical ailments increase due to pressures placed on students by families and schools,
- (j) rising changes in the socioeconomic environment,
- (k) higher school violence rates being categorized as school bullying or ijime causing in increase in mental illness in school children,
- (l) creation of school student radicals due to highly bureaucratic structures and methods at the universities and a prescribed curricula resulting in lack of intellectual stimulation,
- (m) lack of freedom of inquiry,
- (n) no choices of subjects or advanced placement of courses,
- (o) loss of life by suicide with indications of higher amounts in elementary, lower levels and higher levels of secondary schools.

Deleterious effects of the examinations has been nicknamed by the students as "examination hell" periods resulting from pressure from the school and family involved. In turn, it causes psychological burden to the point of suicide, personality disorders, and medical problems.

The mental health of the teachers need to be considered due to these staff members are under undue pressure because they have to ensure a certain percentage of successful students is achieved in order to keep their school at a higher level in the hierarchy and to impress the administration.

Due to the inflexible rigid system, school violence is on an increase in Japan. The greatest increase is "ijime" where students at a higher rank in school usually, inflict bodily injury, perform black mail, or other malicious acts to other students who are at a lower grade level. Some victims of violence have been admitted into mental hospitals. These victims of violence all have a fear of bullying; as a result, some of of these cases have a diagnosis of obsessive neurosis.

I. COMPARATIVE STUDY OF TWO OR MORE COUNTRIES: IMPLICATIONS OF THE EDUCATION SYSTEMS:

Other students who are attending the universities suffer from the May Crisis. After preparing for these rigorous university entrance examinations for twelve years of their lifetime and having the success of passing these examinations to get into an university, these students have a big let-down by finding out that Japanese do not study in college. All of a sudden they have all this free time on their hands in an environment that lacks intellectual stimulation. They worked so hard to achieve this goal and honor but discover the least of their expectations which lead to depression and alienation.

The role of education fostering economic development is important to the countries abroad as well as to the U.S.A.. The Japanese are better skilled in basics, but the mass education policy of the country encourages their countrymen to produce but cannot create. The Japanese educators and some citizens agree and feel there is a great change in the world of economics or in technology, a need for more creative ideas and innovations which in turn is needed from students. For example, within the last ten years, there was only one nobel laureate in basic science from Japan; the U.S.A. had thirty-two who received this honor.

During the four years attending college in Japan the learning machine halts and four years of freedom begin. Why? The graduates of college are assured to get jobs with corporations. These are the years to apply all the theories learned in school to make discoveries, to formulate inventions, and to find cures. But, it is missing... Missing in these colleges and in these schools are elements of creativity, exploration of mind, originality, and simply the joy of learning, as critiqued by educational analysis experts of school systems.

II. APPLICATION AND KNOWLEDGE OF THE CLASSROOM AND POSITION:

This study helped me to understand the culture, traditions, history, and relations between the nations of Asia, Japan, Korea, Hong Kong, Macau, and Mainland China, and the U.S.A. through actual participation in research, learning by doing experiences, study tours, school and classroom observations, available programs, lectures, bus tours, school visitations, informal discussions, participatory activities, and reading literature. I experienced during this study tour a wealth of knowledge, learning materials, and practices that I will implement and share with staff and other interested parties.

This study tour included the rewarding experiences of:

- 1) interaction with international education officials, teachers, scholars, and researchers,
- 2) extension of personal and professional relationships with Korean, British, Chinese, and Japanese educators,
- 3) experience both ancient and modern cultures in these oriental lands,
- 4) participate in school visits and seminars with Korean, Japanese, and Chinese Education Specialists,
- 5) tour of important ancient and historically important sites, and other cultural experiences,
- 6) understanding of internationalizing curriculum clarified by people-to-people contact through moving experiences.

The implementation of this course of study within the Fallsview School Curriculum includes the following areas:

- | | | |
|--------------------|-------------------------|------------------------------|
| 1) World History | 5) Cultural Studies | 9) Behavioral Science |
| 2) Civic Studies | 6) Personal Development | 10) Problems in Democracy |
| 3) World Economics | 7) World Geography | 11) Adult Basic Education in |
| 4) Local Economics | 8) Political Science | English as a second language |
| in everyday living | | |

II. APPLICATION AND KNOWLEDGE OF THE CLASSROOM AND POSITION:

- 12) socialization skills in real life situations,
- 13) understanding the environment in persisting life problems,
- 14) viewing the world on a personal level,
- 15) understanding the world and all people have similarities as well as differences,
- 16) values clarification classes (which is emphasized in the ethics and moral training in the Orient),
- 17) better command of English.
(Reading, speaking, and writing English are mandatory studies for Japanese, Korean, Chinese, and Hong Kong students. Of course, Hong Kong is under British Protectorate until 1999.)

As confirmation to support global education and world involvement of citizen participation, the following humanistic concerned quotations from world reknown leaders are included in this research paper.

"We talk of three or four worlds, but we believe that in reality there is only one world--the world in which we all live, a world that has shrunk into a close global neighborhood and became increasingly interdependent and involved in one another."

Mrs. Indira Gandhi, Indian Statesman
Former Prime Minister of India

"We are frequently unable to appreciate the most cherished commitments of other people; and we cannot appreciate freedom if we do not understand it in the context of other countries."

John Richardson, Jr., Former Assistant U.S.
Secretary of State

The new thrust is global education. In order to shape the community, one must be knowledgeable about it. In promoting it in schools, staff development is being implemented locally at Fallsview and state-wide through the support of the Ohio Department of Mental Health and Education, State Office Tower, Columbus, Ohio.

Personal growth in understanding and implementing global education was gained through personal travel creating empathy for others and experiencing learning and communication that cannot be duplicated.

In fostering citizen participation, there needs to be more world involvement. The concept of global village is signified by increased interdependence of people worldwide.

Some experiences correlated global education teaching strategies and activities include these ideas:

1. In sharing ideas on current events, in everyday life we participate in foreign economics and buy products made by overseas workers. Have students list these products and countries.
2. Share some conversational phrases with students during participation such as a pretend tea ceremony.
3. Have guest speakers of people from other countries communicate the knowledge of realities of life throughout the world to better understand uniqueness of culture yet similarities among people. These exercises will also develop a sensitivity of world conditions, trends, changes, and international events.
4. Encourage pen pals for reading and writing skills.

5. Make a collage of our interdependent world with magazine pictures which represents different cultures.
6. Implement World Geography through various exercises such as map reading.
7. Use poetry such as haiku or cinquain to explore cultural relationships. Have them develop these writing styles. Include folktales, myths of these cultures, and other poetry. Listen to folk music during these creative writing sessions.
8. Implement video tape recordings, high interest reading, and current events.
9. In math, use the metric system and currency conversions.
10. In science, explore scientific inventions and scientists from different countries. Investigate the natural resources distribution.
11. Continue to have an ongoing access to resources. Through the media, conferences, workshops, more personal travel, other traveler information, books, newspapers, news magazines, professional journals, and other printed materials, more ideas will always be in a continuous process of exploration.
12. Encourage teacher-student exchanges such as the JET Program in Japan.

The literacy rate in both Japan and Korea are higher than the U.S.A.: 80% in the United States, 90% in Korea, and 99% in Japan. It was pointed out in many readings that Korea and Japan have an homogeneous population and monoculture attributes to this achievement; whereas, the U.S.A. has more of a diversified type of condition in a pluralistic society. This may be a contributing factor, but one notices when travelling throughout these countries that Japan, Korea, and Hong Kong are a reading-oriented population sharing the great value of education as a means to personal development and growth in status.

In the U.S.A. and within Fallsview Psychiatric Hospital where I work, actual strategies and programs are being implemented to combat the large degree of illiteracy through the Legion for Literacy Programs, Project Learn, and Right to Read techniques using the Laubach Methods. The staff will continue to encourage to use the patient library, which is an institution in great demand and widely used in the Orient.

The love of reading and developing reading skills in the basic subjects in schools need to be emphasized in the schools of the U.S.A.. Of the 159 members of the United Nations, the U.S.A. ranks 49th in its level of literacy.

Fallsview School Program is an adult state psychiatric hospital facility. The admissions to the school program are high school dropouts, who experienced failure in the community school systems and some students are illiterate. The staff sees the after-effects of academic problems encountered in the public school systems and the detrimental results to the ego development and the mental health well-being of individuals. Adopting the ideas from the orient to go back to the basics in education are vastly needed. The procedures implemented would be of a different nature: more individualization, more flexibility, and less emphasis on entrance examinations.

At Fallsview Psychiatric Hospital, the Adult Basic Education Program has classes for the preparation of the General Educational Development (G.E.D.), high school equivalency test. Every month these exams are offered. If a student fails the test that student must wait six months to retake the test. The students are taken at a slower pace and individualized during this preparation.

Due to their psychosis at this hospital, too much pressure will result in a relapse and mental strain. The students in this adult state psychiatric hospital would not be able to cope with the intense drill and regimentation of the examination system of the orient based on the Confucian legacy and ancient Chinese system of state examinations. These examinations are based on whoever learns the most facts and has outstanding test-taking skills are the ones who will most likely succeed in life. Many of the severe behavior disordered special education students at this hospital have difficulty with long-term and short-term visual, auditory memory in modalities in learning; therefore, the examination system approach would not be viable.

II. APPLICATION AND KNOWLEDGE OF THE CLASSROOM AND POSITION:

The U.S.A. needs to take lessons from Japan and Korea concerning the huge economic growth in these countries and how education is used to develop this growth. Japan and Korea place an importance of education as an investment to develop human resources to meet the need for industries and skilled labor in the areas of science and technical education.

Educational research and improvements outlined in planning stages are conducted by study committees in both countries. For example, an expansion of Special Education services is one of the goals developed by these national committees which will be supported by higher government funding. Another example is the priority of science and engineering which has exceeded twice the amount at universities to at least 23.2% of the university population.

High economic growth resulted in an increase in demand for formal education. As a result, in Japan alone, there are 8,000 new university placements annually for science and technology students to learn these areas of training and an additional 170,000 scientists and engineers as a result of this movement. With having a previous shortage of scientific and technical manpower the government put more funding for higher educational structure to graduate more science and engineering specialists.

In the U.S.A., 50% of all graduate engineering students are foreign. Enrollment in science is only 2% for Americans and 10% in Japan.

As one can perceive with this ongoing trend and lack of science and engineering students in the U.S.A., minority proportions of the workforce is going to be very high with little or no science or technical background in this country. Due to the restructuring of the industrial system at least every seven years or at smaller time intervals, more technical workers are needed in order to know how to learn and how to think, which is greatly emphasized in the Oriental Schools.

In the U.S.A., American industries need standards that workers can do work that industry needs to have done, including basic skills such as basic reading, writing, math, science, civics, and values. The Oriental school children and young adults display these skills at a higher rate with high productivity, conscientious work habits, and positive attitudes. In turn, American industry has the responsibility to give vocational training just as it is done in Japan and in Korea.

In closing this section, all of us share in the common goal to make the earth a better place to live by educating our youth to become peace-loving, caring adults.

III. REACTION TO ARTICLES RELEVANT TO YOUR RESEARCH:

All cultures in Korea, Japan, and Hong Kong are advancing at a higher rate in education than the U.S.A. in literacy, lower drop-out rates, and are more advanced in the fields of science, technology, engineering, and mathematics.

The class sizes in these countries are higher than the U.S.A. with Japan averaging 49 students, Korea averaging 70-85 students, and Hong Kong averaging 35-45 students per class yet when these students graduate from high school their knowledge is equivalent to at least four years of college learning at universities in the United States.

From elementary school through high school, in Japan, Korea, and Hong Kong, each country averages 65% more hours of homework as compared to 24% in America.

All governments in Japan, Korea, and Hong Kong are investing more governmental monies to improve their schools. They feel the economy is built on hard work and education.

III. REACTION TO ARTICLES RELEVANT TO YOUR RESEARCH:

At least 12-15% of the national budget is allocated in education. Some of these newly developed schools include:

- (a) increase of university laboratory schools,
- (b) newly constructed open-concept buildings,
- (c) three- or four-story facilities with swimming pools and playgrounds on the roof.

The virtues of neatness, discipline, obedience, respect, industriousness for the nations sake are emphasized in these countries.

These stated facts will tie into this section of this research paper which is the reaction to the research articles relevant to this study.

ARTICLES RELATED TO THE FIELD OF EDUCATION:

ARTICLE I: U.S. SCHOOLING THROUGH CHINESE EYES

By: Cornelius Lee Grove

Journal: Phi Delta Kappan, March, 1984

The content of this research is a landmark in the educational history of the Republic of China and the U.S.A.. This article is based upon the premiere seven-month trial visit of the Republic of China English teachers living in the U.S.A. awaiting many discoveries to be made and many ideas to be shared.

The article shows evidence of the culture shocks when one encounters while becoming adjusted to new settings, especially during their professional work time.

It is very interesting to actually read about a comparative study with justifications of why different educational procedures and practices are implemented by different cultures.

This article is about the first group of People's Republic of China secondary school teachers to be allowed to come to the United States for seven months to learn to improve their command of English, to strengthen their teaching skills in English, and to experience U.S.A. family and community life. In turn the American families, high school teachers, or staff members throughout the U.S.A. had the opportunity to be with these Chinese high school teachers to know and appreciate their culture.

This project was supported by the Chinese Ministry of Education and the AFS International/Intercultural Programs.

Some noteworthy observations being made by the Chinese teachers that were never practiced in their culture in the educational field were:

- (1) In America, students talk about matters not related to the lessons presented.
- (2) American teachers allow the students to do homework in class.
- (3) Many American high school students do not do their homework.
- (4) Students leave the classes abruptly when classes are completed.
- (5) Teachers allow the students to leave the classroom for trivial reasons.
- (6) The majority of American students do not take education seriously.
- (7) Relationships between teachers and students are friendly and informal and no serious business is being undertaken.

While reading this article, there was a strong feeling projected by the Chinese educators that the U.S.A. had a permissive, laissez-faire attitude in work habits and the toleration level of student behavior was high.

III. REACTION TO ARTICLES RELEVANT TO YOUR RESEARCH:

ARTICLES RELATED TO THE FIELD OF EDUCATION:

The procedures of students learning information from the U.S.A. schools through the Chinese eyes of interpretation were:

- (1) Teachers are here to teach.
- (2) Students are here to learn information.

Even though in China the main approach to learning is rote memory, these guest educators stated other forms of milieu educational therapy develops as a result of this method such as independent formation of student study groups for discussion of content to maintain and to increase comprehension as well as to work on homework assignments. The Chinese teachers failed to see any project independently formed, initiated, or operated by students that is similar to this commitment of learning.

Chinese students do not interrupt classes to ask questions but ask these questions about lessons when teachers are not teaching.

The homeroom classes remain together throughout the school day and school year. The teachers circulate from classroom to classroom to provide instruction in China.

Chinese student officials are assigned divergent and review activities such as room decorations or planning events. The student officials are also study commissioners who are peer tutors to help classmates understand the lessons and to oversee that students are learning during vacation breaks. China has more homework requirements for students than the U.S.A. students are obtaining from American schools.

Extracurricular activities do exist in China but are not emphasized. As one Chinese teacher explained, "Our best athletes do gain some popularity. But the best students in the school gain even more popularity." At athletic events, no cheerleaders, few spectators, and no pep rallies are allowed. The fine arts are in full spectrum involving ballet clubs, music ensembles, and special interest groups.

During the study tour, these statements concurred with what we observed. The students in the orient are scholarly and value education to a higher degree than what is observed and practiced in the U.S.A..

The Chinese educators were impressed with some American issues, trends, and some interventions in Education.

- (1) Informality is compatible with learning.
- (2) Teachers in America have low status in society but were admired by the Chinese for the perseverance and excellence achieved during these times of no or little recognition attainment.

In China, the wholistic philosophy prevailed in that the Chinese believe in teaching the whole person to learn to be a good human being. At Fallsview Psychiatric Hospital, the staff has more opportunity to achieve this goal due to the educational interventions in clinical teaching and the multidisciplinary team approach during the students' hospitalizations.

Chinese teachers teach academics (jiao xue) and teach the person (jiao ren). Teachers maintain a high status in their society and are looked upon as mentors to students in the areas of cognitive, moral, social, political, and physical development. In America, the students are more concerned about their peer relationships and look to their peers for advice.

During the study tour, we noticed the great respect teachers receive from others.

III. REACTION TO ARTICLES RELEVANT TO YOUR RESEARCH:

ARTICLES RELATED TO THE FIELD OF EDUCATION:

The teachers in China act to guide, to council, to lead, and to instruct their students. The Chinese teachers view their classes as unified families or communities. As in Japan, a teacher is named sensei, meaning first born. In the Orient, during the study tour, these thoughts are prevalent.

The Chinese are far more dependent on their teachers in these ways. I noticed a genuine concern for the total human being in the Orient. The Chinese feel that in America this area is being too institutionalized through career and guidance counselor systems.

The Chinese school teachers stated that they learned better English and some practical teaching ideas from this experience.

The major reaction to this article is many lessons were learned by both cultures not only sharing the values of each other but viewing the U.S.A. school system in a different way, thus, learning about our own culture. As in the old Chinese proverb saying, "We learn by others."

ARTICLE II: JAPANESE EDUCATION AND ITS IMPLICATIONS FOR U.S. EDUCATION

By: Nobuo K. Shimahara

Journal: Phi Delta Kappan, Feb., 1985

The reaction from this journal article exemplifies the positive and negative effects of Japanese education as a model system for the U.S.A.. He recommends that total duplication of the education system of Japan in the United States would not be applicable because of the different sociological factors, cultural factors, and ecological factors between the two countries. I agree with this author.

I choose this article because it points out with what I feel in using the eclectic method in selecting the best and most conducive systems to improve the institution of education throughout the United States of America. As in the Meiji Restoration Period in Japan, the government would take the best from each country from France, Germany, Great Britain, and the United States and implement these ideas to modernize the Japanese system of education. They also encourage an exchange system of professionals to learn, to teach, and to establish these ideas and institutions. The Japanese do this method when setting up industries in the United States.

The author criticized the examination system in Japan stating it causes profound pressures during the adolescent period resulting in personal and social maladjustments and sometimes undue family relationship strain. Due to the winner and loser atmosphere, it creates an environment with increases of school violence and alienation. As stated previously, the examination system cannot be functional in a psychiatric school program or in the Ohio Department of Mental Health areas of education.

Some sociological factors to differentiate the composition of the Japanese and the United States societies are:

- (1) a. Japan has vertical mobility: attending an elite university to obtain the right job as a lifetime employee of the right company having upward promotions and advancements.
- b. U.S.A. has horizontal mobility: with an average American changing jobs at least seven times during his lifetime due to advancement or maintaining jobs through changing employers.

ARTICLES RELATED TO THE FIELD OF EDUCATION:

- (2) a. Japan has an homogeneous population with less than 3% in the minority population which correlates with the cognitive quality through less class differences, in income levels, and in areas of family dwellings.
- b. U.S.A. has a pluralistic society with large minority groups and large class differentiations, different income in class levels of the social strata of socioeconomics.

Unemployment is rare among parents of children in Japan. There is a lower divorce rate in Japan averaging 1/13 of the U.S.A. rate but is slowly rising due to westernization influences. Single parent households are only about 5%.

Some educational factors illustrated the intense schooling of Japan including more school days in the school year, more homework, less school vacation, and more examination studies. After school hours, private tutoring schools named Juku schools are implemented for examinations in preparation of rote memorization and test taking skills. One-third of all bookstores are devoted to education-related publications for skill development.

Japanese schools ignore the innate ability of IQ scores and concentrate on behavioral and attitudinal characteristics for levels of high achievement in school using carefully developed programs called seikatsushido, or guidance for living method. This system promotes effort-oriented education with a high level of motivation for learning and improving the competence of all students in a heterogeneously structured group classroom setting; however, the examination process outcomes promote homogeneous groupings.

The teacher is one of the key motivators being not only in the role of a teacher; the teacher is a counselor providing guidance preparation, having many parent conferences, and attending home visitations. The responsibility of disciplining students by the teacher is recognized by both parents and students.

The Japanese school functions as a community developing high moral characteristics and promoting school activities to instill these attributes. Japanese centralized government control of national standards and uniformity of curriculum are part of the Japanese structure. In reviewing these concepts, Chinese education has many similarities.

I agree with the following elements to improve our education system throughout the U.S.A.:

- (1) Development of better work habits for better learning and study as well as improving the disposition toward school work are needed.
- (2) High level of intensity of school experience can be best achieved through de-bureaucratization of schools so that the teacher is the focus to nurture and to motivate the students as the direct mentor.
- (3) It is recommended to increase the school calendar year to 220 days in a school year with a 7-hour per day school program.
- (4) The schools must provide more homework for students to improve academic performance and a sense of purposefulness in students.
- (5) The nation should develop a national agenda for education initiating uniform standards for schools to increase achievement.
- (6) Being that the U.S.A. is an industrial nation, greater emphasis is needed in mathematics, biology, chemistry, physics, and geography.
- (7) There is a need for higher standards of performance in the basic subjects.
- (8) Instruction and curriculum need restructuring to reflect higher standards.
- (9) Higher allocation of classroom time is needed for higher achievement levels.

III. REACTION TO ARTICLES RELEVANT TO YOUR RESEARCH:

ARTICLES RELATED TO THE FIELD OF MENTAL HEALTH AND EDUCATION:

ARTICLE III: IJIME: THE BULLYING OF JAPANESE YOUTH

By: Ken Schoolland

Journal: International Education, v. 15, Spring, 1986

It is my opinion it reflects needs for more individualization and flexible curriculum in the Japanese schools. The schools are encompassing the lives of the children to such a high degree that it becomes in all-consuming strict regimentation system. In relation to the school violence, this practice is being prevalent in the Japanese Education System affecting the intimidation of the weakest people in a social group as the victims. The school structure did not alleviate the problem but indirectly promoted it through their hierarchical methods. The mental health of children is being seriously violated.

155,066 cases of bullying were reported between April and October of 1985. Investigations are being made concerning the causes of violence and possible solutions. Some possible solutions that were suggested were ethics and morality training and the promotion of nationalism. I agree with the Education Council of Japan stating that inflexibility and uniformity are the roots to this school violence.

Some progress has been made on this issue at the council meetings in creating legislation to protect the human rights of children. The main theme of providing laws is based upon the right to be protected from aggression and coercion.

ARTICLE IV: ADOLESCENT SELF-DESTRUCTION BEHAVIOR AND CRISIS INTERVENTION IN JAPAN

By: Kan'ichiro Ishii

Journal: Suicide and Life-Threatening Behavior, v. 11, Fall, 1981

What I find impressive about this article is, it originates from a clinician in direct contract with mental health clients or consumers in the Japanese society. The author is a suicide prevention counselor at an university in Japan.

His views are based solely on social and family changes and relationships but does not assimilate the emphasis of the school structure to adolescent suicide.

He states that adolescent suicide is a "silent indictment of current society in Japan".

ARTICLE V: SUICIDE OF JAPANESE YOUTH

By: Mamoru Iga

Journal: Suicide and Life-Treatening Behavior, v. 11, Spring, 1981

I find that this article relates to the loss of life through self-destruction in the Japanese youth population in terms of not only the inclusion of social structural researched factors but adding the viewpoint of school pressures due to the examination hell periods and intense restraints on youth causing a high degree of stress out of control.

He admits young suicide is prevalent in the Japanese society. Some social indicators outlined in this research article include: depressed views on life, restraints on aggression, weak ego, and lack of social resources in the community.

This article is recommended because it analyzes the life style and pressures of the Japanese culture, especially in the area to achieve eminent prominence in the society through hierarchical systems of the schools.

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